CREATIVE RESEARCHERS CONFLICTS MANAGEMENT

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ABSTRACT

Creativity is an attitude, human and dynamic, promoting change and development, both on an individual and social level. Although their procedure is individual, their work takes the collective form in a discontinued and instantaneous process, not harming the subjects in the concern of evaluating its impact. Their condition is the climate, the team environment, presupposes the training, the learning of methods, the continuous generation of ideas, questions that, assuming divergent and lateral thinking, necessarily induce the management of their conflicts. In this sense, we try to find, through a group of researchers and specialized coordinators, indications of such management in the teams they have oriented. In order to do this, we used two tests, one about creativity, and another about conflicts, and the statistical package for the social sciences (SPSS-Portuguese version), where we could see that conflict management in creative researchers is an evidence, due to the search for improvements in performance and in productivity, on the part of its members, and due to the absence of conflicts in the studied object.

Keywords: creativity; teams; conflicts; performance

THEORETICAL FRAMEWORK

Scientific studies on creativity and innovation appear at the beginning of the last century, and by that time, there were factors that inhibited and fostered creativity within groups, and it was sus-

pected that conflict and this attitude were related. Freud, for example, and in the face of this, carried out studies (1910, 1924), in the sense of finding that internal conflicts could provoke conflicts that were successively sublimated in the work, implying exceptional creativity, with probable roots in a conflict equally exceptional (Taylor, 1975).

Rank (1932) found that artists struggled to resolve a profound conflict between self and society in the direction of creative potential research. Such a struggle, in integrating conflicts of ideas and values, could lead to the development of great cognitive complexity, and hence the originality (Munfford & Gustaffson, 1988, Smith & Carlson, 1990). Therefore, the conflict came to us as the performance of an important role in numerous cognitive-behavioural processes, namely, the creative roles (Harter, 1986, Turiel, 1974).

However, certainly later studies have pointed out that creative subjects do not have intrapersonal or interpersonal conflict, but rather possess a so-called conflict tolerance competence (Barrow & Harrington, 1981), and at the same time have a proper way of dealing with the conflicts, making them more predictors of creativity than the simple amount of conflict or ambivalence reported.

On the other hand, knowledge diversity promotes ideas generation (Jackson, 1996) and new knowledge (Gardenswartz & Rowe, 1994). Moreover, they should be stimulated within the teams, and this may also lead to conflicts and difficulties of consensus in the decision-making process.

On the other hand, interaction within groups and teams would be an innovation and creative ideas fruitful source (Paulus, 2000). There are a significant number of guidelines for stimulating creativity in researchers, namely the Kayser (1994, 1995) and Woodman et al. (1993), pioneers in the management of this type. Basically, the best way to manage conflicts will be to have ideas to solve them, according to studies by Fisher & Fisher (1998), and Kayser (1994). However, subjects tend to focus on common knowledge and information, rather than evoking unique and particular knowledge, thus speaking, lateral (Stasser, 1999). It is therefore important to manage team management processes, carefully, so that you can reap the creativity benefits. This involves the use of procedures that promote the diverse information exchange that encourages discussion within them (Larsen, Christensen, Abbot, & Franz, 1996), and to transform its members into experts, knowledge interchanges (Stasser, 1995).

In De Dreu's (2006) perspective, the task conflicts in teams are positively related to innovation. Their conclusion was in teams that performed simple tasks such as distribution and orders delivery, and teams that performed more diverse and complex tasks, such as product design and complex decision making. However, their study has shown that only moderate levels of task conflict contribute to innovation in work teams through their effects on problem-solving cooperation.

According to Taylor & Greve (2006), for the subjects, the combination of the diverse experiences does not have the problems of coordination or access that arise in the teams, so, that an individual can have a more integrated and diversified knowledge without the interpersonal conflicts present in them. As a result, an individual creator is less likely to make compromises in the creative process. Now, this confirms that creative work takes the collective form, and therefore presupposes that it must be managed, oriented, so to speak.

On the other hand, in the studies of Farh, Farh, & Lee (2010), moderate task conflicts lead teams to the highest creativity level. In fact, conflicts in a team are felt more at the beginning of a project than at the end of the project, since the new ideas are more valued and assimilated to the creative goals in the initial phase of the team life cycle. They also point out that the moderate level of task conflicts is a source of new ideas, and therefore temporal factors associated with the team context can influence the way processes to develop within the team to affect creativity.

Schaub, Goldschmidt & Meijer (2010), point out that the creativity components, seen as an

innovation and functionality, are linked together, and discussed openly; those who have less promising ideas consciously reject them. Obviously, mixing all conflict styles behaviour - competition, collaboration, and commitment - are important for producing something innovative and functional. This study is in contradiction with the explanations of De Dreu (2006), who only sees collaboration as the most important contribution to group behaviour regarding the possibility of its members facing situations of cognitive conflict in the task. The potential benefits and limitations of cognitive conflicts in team performance should explore, in more detail, the various experiences over a given period of time.

Then, Dominguéz (2013), concluded that it is possible, therefore, to induce in the worker the capacity to be creative. In this sense, their study has increased the understanding of how companies can positively manage future adversity and, above all, promote innovation in organizations. We see that there are ways to manage creative team conflicts. Even with respect to this author, if subjects are more emotionally intelligent, more proactive, are able to manage their perceptions in a better way, and are better able to learn from adversity. In addition, they are also better able to reduce the negative effects that could cause, among other things, conflict asymmetries to the impact on creativity. Adverse situations that a worker may face in the workplace need not always be negative. Or, at least, there is no reason for them not to create positive ways for workers or their organizations.

Diversity in teams actually produces results, more productive or more destructive. Team building allows them to increase effectiveness while reducing negative conflicts. These trained subjects could create value for their organizations by identifying and separating unproductive conflicts, and not connoting them directly, with relationships.

For Rosso (2014), the literature, until now, speaks about the impact of creativity restrictions, which traditionally has negative restrictions, such as unwanted external conditions that kill it. The conventional narrative underlying this perspective is that the constraints need to be mitigated, as well as to produce creativity. Rather, this study reveals that for creative teams in formalist organizations, there may be freedom in restraint. This freedom comes from knowing what to do with constraints as they emerge, seeking to find the right constraints in the right balance, and creating an environment in which they can be perceived as opportunities, not obstacles.

Thus, creative teams are two or more people who come together to work in order to achieve a common goal that has never existed or is modified, if it exists, such as:

- Creation of a new product line.
- Updating organization policies.
- Planning a picnic with the employees.

This presupposes that the organization, when intending to use its own or other resources, with the aim of promoting effectiveness, efficiency, and turning to results, should use teams of this nature, since they build something in the work to be developed, through themselves, involving the members for work that must be done, and these enable them. In short, a creative team should be empowered with members:

- Coming from several organization units
- From different ages.
- From different areas of expertise.
- With different levels of antiquity.
- With a mix of experiences.
- From different cultural backgrounds.

However, given the global advances in technology, and the complexity of organizations, only its members training is not enough, they must be self-managed, that is, having people coming from

organization different areas, small in number of members, (large groups create communication problems), multidisciplinary, and empowered to act, and that is the future.

METHODOLOGY

Objectives

As a general goal, we want to verify that conflict management in creative researchers is evidence for the state of the art in question. As specific objectives, we want to determine the potential of conflict management in creative researchers, their involvement, and the constraints and benefits that have arisen.

Hypothesis

1. Conflicts can be managed by creative researchers.
2. To what extent the diversity of creative researchers benefits the management of conflicts in them.
3. What variables can stimulate researchers in conflict management
4. What is the creativity phase that creates more conflict in creative researchers
5. Which variables, observed that indicate a greater propensity to the conflict in creative researchers.
6. What variables make effective management in creative researchers.

Sample

The sample is made up of the principal investigators and specialized area coordinators of a Portuguese startup, the "BLC3", a non-profit association, which carries out research activities and technological intensification of excellence, ideas and companies incubation, and economical tissue support, and curricular team leaders of a creativity workshop, given at the Polytechnic Institute of Tomar.

PROCEDURES

We proceeded to collect data, using a battery of tests that encompasses Grau et. al. creativity test (2014) and Jesuíno conflict diagnosis (1996), and for its treatment, we used the statistical package for the social sciences (SPSS).

The variables concerned for the object under study are as follows:

Related to creativity we have: superior support, group support, organization support, resource support, challenges, self-control, organizational policy, impediments, constraints.

Related with the conflict we have: role into the group, autonomous decision, why and how decision, performance patterns, tasks distribution, agreeability, deadline definition, saving information, general information, information to members, following rules, decisions no explanation, procedures no explanation, sharing ideas, well-being concern, openness to change, practice of suggestions, friendliness, and accessibility, clarity attitude, equality.

Social-demographic analysis

The sample consists of 15 subjects. As to the origin, we have 14 nationals, and one foreigner, coming from Holland, so the origin is totally filled by people within the Schengen area. As for sex, we have 9 females and 6 males, which are 60% and 40% respectively. The age average is 27 years, and the qualifications are divided by the 12th year (40%), undergraduate (13%) and master's (47%), being therefore high the degree of knowledge. Regarding the profession, we have 7 professional researchers, 6 students, 1 design coordinator, and 1 maintenance coordinator.

DISCUSSION

In the hypothesis analysis, and given the sample size, we used the Chi-Square Test. Regarding the first hypothesis (Table 1), if conflicts in creative researchers can be managed, and management predicts, organizes, plans, coordinates, and controls, we find that there are no significant differences in most of the variables in this distribution and as such creative researchers can be managed, since there is a balance between the conflict variables, not affecting these the creativity variables. This presupposes that all subjects have the ability to actually manage themselves, and it is in keeping with previously mentioned studies in this work, in which researchers can be managed in order to improve their performance and productivity, although the pure creatives are, essentially autonomous.

Table 1

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of tasheb occur with equal probabilities.	One-Sample Chi-Square Test	,247,000	Retain the null hypothesis.
2	The categories of groupsupport occur with equal probabilities.	One-Sample Chi-Square Test	,165,000	Retain the null hypothesis.
3	The categories of organizationalsupport occur with equal probabilities.	One-Sample Chi-Square Test	,247,000	Retain the null hypothesis.
4	The categories of resourcessupport occur with equal probabilities.	One-Sample Chi-Square Test	,598,000	Retain the null hypothesis.
5	The categories of challenges occur with equal probabilities.	One-Sample Chi-Square Test	,74,000	Retain the null hypothesis.
6	The categories of selfcontrol occur with equal probabilities.	One-Sample Chi-Square Test	,137,000	Retain the null hypothesis.
7	The categories of organizationalobstacles occur with equal probabilities.	One-Sample Chi-Square Test	,735,000	Retain the null hypothesis.
8	The categories of organizationalconstraints occur with equal probabilities.	One-Sample Chi-Square Test	,594,000	Retain the null hypothesis.
9	The categories of regularconstraints occur with equal probabilities.	One-Sample Chi-Square Test	,866,000	Retain the null hypothesis.
10	The categories of roleinthegroup occur with equal probabilities.	One-Sample Chi-Square Test	,413,000	Retain the null hypothesis.
11	The categories of selfdecision occur with equal probabilities.	One-Sample Chi-Square Test	,449,000	Retain the null hypothesis.
12	The categories of whyandhowdecision occur with equal probabilities.	One-Sample Chi-Square Test	,978,000	Retain the null hypothesis.
13	The categories of actualorpatternsdefined occur with equal probabilities.	One-Sample Chi-Square Test	,119,000	Retain the null hypothesis.
14	The categories of taskdistribution occur with equal probabilities.	One-Sample Chi-Square Test	,334,000	Retain the null hypothesis.
15	The categories of pleasantness occur with equal probabilities.	One-Sample Chi-Square Test	,74,000	Retain the null hypothesis.
16	The categories of setdeadlines occur with equal probabilities.	One-Sample Chi-Square Test	,265,000	Retain the null hypothesis.
17	The categories of sawinformation occur with equal probabilities.	One-Sample Chi-Square Test	,598,000	Retain the null hypothesis.
18	The categories of information occur with equal probabilities.	One-Sample Chi-Square Test	,334,000	Retain the null hypothesis.
19	The categories of informmembers occur with equal probabilities.	One-Sample Chi-Square Test	,323,000	Retain the null hypothesis.
20	The categories of followingrules occur with equal probabilities.	One-Sample Chi-Square Test	,137,000	Retain the null hypothesis.
21	The categories of nonexplanations occur with equal probabilities.	One-Sample Chi-Square Test	,10,000	Reject the null hypothesis.
22	The categories of nonexplanprocedures occur with equal probabilities.	One-Sample Chi-Square Test	,92,000	Retain the null hypothesis.
23	The categories of sharingideas occur with equal probabilities.	One-Sample Chi-Square Test	,449,000	Retain the null hypothesis.
24	The categories defined by wellbeingpreoccupation = Completely agree and Strongly Agree occur with probabilities 0.5 and 0,5.	One-Sample Binomial Test	7,000[a]	Reject the null hypothesis.
25	The categories of changeopen occur with equal probabilities.	One-Sample Chi-Square Test	,41,000	Reject the null hypothesis.
26	The categories of suggestionspractice occur with equal probabilities.	One-Sample Chi-Square Test	,91,000	Retain the null hypothesis.
27	The categories defined by acessibilityandkindness = Completely agree and Strongly Agree occur with probabilities 0.5 and 0,5.	One-Sample Binomial Test	1,000,000[a]	Retain the null hypothesis.
28	The categories of cantyattitude occur with equal probabilities.	One-Sample Chi-Square Test	,41,000	Reject the null hypothesis.
29	The categories defined by equality = Completely agree and Strongly Agree occur with probabilities 0.5 and 0,5.	One-Sample Binomial Test	,922,000[a]	Retain the null hypothesis.
30	The categories defined by origin = Completely at odds and Quite at odds occur with probabilities 0.5 and 0,5.	One-Sample Binomial Test	,627,000[a]	Retain the null hypothesis.
31	The categories defined by country = Portugal and Holland occur with probalities 0,5 and 0,5.	One-Sample Binomial Test	1,000[a]	Reject the null hypothesis.
32	The categories defined by sex = Female and Completely at odds occur with probabilities 0.5 and 0,5.	One-Sample Binomial Test	,627,000[a]	Retain the null hypothesis.
33	The categories of qualifications occur with equal probabilities.	One-Sample Chi-Square Test	,247,000	Retain the null hypothesis.
34	The categories of profession occur with equal probabilities.	One-Sample Chi-Square Test	,42,000	Reject the null hypothesis.
35	The distribution of age is normal with mean 27,20 and standard deviation 5,562.	One-Sample Kolmogorov-Smirnov Test	,14,000[b]	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

[a]Exact significance is displayed for this test.

[b]Lilliefors Corrected.

According with the second hypothesis (Table 2), if the diversity of creative researchers benefits the conflicts management, if we look at the variables that imply diversity, that is, the workplace origin, the profession, the qualifications, sex, country of origin, and age, there are no differences in the existence of conflicts. Only the profession, in this case, may not benefit directly and immediately the management of the conflicts, because, possibly, coordination functions may clash with research and learning functions, but we think that this does not happen, because if we meet the challenges (table 2), we find that there is a common sharing of interests.

Table 2

Test Statistics

	origin	profession	qualifications	country	sex	age	challenges
Chi-Square	,600[a]	8,200[b]	2,800[c]	11,267[a]	,600[a]	3,333[d]	5,200[c]
df	1	3	2	1	1	10	2
Asymp. Sig.	,439	,042	,247	,001	,439	,972	,074

a. 0 cells (0, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 7, 5.

b. 4 cells (100, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 3, 8.

c. 0 cells (0, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 5, 0.

d. 11 cells (100, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 1, 4.

Regarding the third hypothesis (Table 1), about the variables that can stimulate the creative researchers in conflict management, we see that the creativity variables and most of the conflict variables provide strong stimulation to the teams to manage conflicts.

According to Table 1, the fourth hypothesis, about the creativity phase that generates the most conflicts in the creative researchers, we find that there are no conflicts at all process stages since no inherent variable rejects the hypothesis. Studies indicate that, typically, if conflicts are generated, they may appear at the beginning of a project.

Table 4

Test Statistics

	origin	profession	qualifications	country	sex	age	challenges	self-decision
Chi-Square	,600[a]	8,200[b]	2,800[c]	11,267[a]	,600[a]	3,333[d]	5,200[c]	1,600[c]
df	1	3	2	1	1	10	2	2
Asymp. Sig.	,439	,042	,247	,001	,439	,972	,074	,449

a. 0 cells (0, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 7, 5.
b. 4 cells (100, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 3, 8.
c. 0 cells (0, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 5, 0.
d. 11 cells (100, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 1, 4.

Table 5

Test Statistics

	origin	profession	qualifications	country	sex	age	challenges	selfdecision	wellbeinpreoccupation
Chi-Square	,600[a]	8,200[b]	2,800[c]	11,267[a]	,600[a]	3,333[d]	5,200[c]	1,600[c]	8,067[a]
df	1	3	2	1	1	10	2	2	1
Asymp. Sig.	,439	,042	,247	,001	,439	,972	,074	,449	,005

a. 0 cells (0, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 7, 5.
b. 4 cells (100, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 3, 8.
c. 0 cells (0, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 5, 0.
d. 11 cells (100, 0%) have expected frequencies less than 5. The minimum expected cell frequency is 1, 4.

Regarding the fifth hypothesis, which variables, observed to indicate a greater propensity to conflict in creative researchers, we found the fact that decisions were not explained (Table 3), concern about well-being (Table 4), openness change (Table 5), they reject the hypothesis, which indicates that they differ from the other variables in the study and, therefore, may be susceptible to conflicts. In this case, the subjects think individually about their own well-being or about the team where they are inserted where may be emitting group thinking, and the fact that they do not want to explain decisions causes reticence about the orientation of change, allowing clarity in both information and communication to other members.

In the sixth hypothesis, which variables make effective the management of creative researchers, all variables (Table 1), in this case, that do not reject the hypothesis, are a management effectiveness potentiators of any creative investigator, since they represent multiculturalism, different fields, different areas of origin, specialization, different types of units within an organization, diverse composition age, different experiences, and different provenance.

CONCLUSIONS

We can say that management in creative researchers becomes an evidence for the of conflict management, because these, due to their peculiar characteristics, are self-employed, having a subject's concern, as researchers who are, in improving their performance and productivity, in addition to sharing common interests, and have a stimulation, corresponding to the capacity of response that they emit, to confront the challenges that face them. In this context, no probabilities have identified that show the existence of conflicts in the creative investigators, since the stimulation of creativity is very predominant in the groups where they coexist (Table 1).

Some constraints may arise, and prevent effective management, through the evidence of fear of change, so that there may be mistrust between the subjects, becoming more fearful or cautious, expressing their creative ideas, and their needs, compromising clarity and decision-making, and worrying more about themselves or, on the contrary, pluralizing these issues and emitting group thinking, for example, judging that they are in the best team in the world, other teams not being considered either as a threat, either as an opportunity. On the other hand, there are benefits to creative researchers management, since they shared interest in facing challenges, and conceiving ideas, leading to their mutual support, and to organizational support, namely through superior support, on performance in with respect to the tasks distribution, information sharing and communication, and research and use resources, guaranteeing respect for their autonomy, contributing to a clear and positive organizational environment.

FUTURE IMPROVEMENT PROPOSALS

We intend to extend this type of study, and more, to all kinds of organizations, in order to guide the theme of using creativity for all areas of professional activity, in its scope, namely for the competences management and for the organizational performance. We also intend to study in the future the contribution of creativity to emotional management, both in the sense of social well-being and in the development of occupational health. We believe that this study constitutes an open window for a larger and more diversified approach to the management of creative teams, in order to publicize the advantages that arise from the use of creativity at work.

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